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ABE-BE EGYPT TECHNOLOGY FOR IMPROVED LEARNING OUTCOMES (TILO)

ANNUAL REPORT 4

October 1, 2010 – September 30, 2011

FY11

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Technology for Improved Learning Outcomes (TILO)
Creative Associates International, Inc./ Egypt
Annual Report 4: September 30, 2010 – October 1, 2011

Contents

I. Background.....	3
II. Year Four Activities: Summary, Highlights and Challenges	4
SUMMARY	4
<i>I. Overall Update</i>	4
HIGHLIGHTS	8
<i>Start-Up</i>	8
<i>Component One: Improve the Quality of Education</i>	10
<i>Component 2: Public-Private Partnerships</i>	24
<i>Component 3: Capacity for Management of Technology</i>	29
<i>Component 4: Monitoring and Evaluation</i>	31
UPCOMING TRAVEL	32
Annexes.....	33

I. Background

The Technology for Improved Learning Outcomes (TILO) Project is a part of the USAID education strategic objective “Sustained Improvements in Learning Outcomes” and focuses upon two goals:

- To improve student learning outcomes by upgrading the quality of teaching and learning as well as school management through the use of technology; and
- To introduce a holistic, integrated model for introducing technology into school-based reform activities.

The TILO project was designed to reach about 200 primary and preparatory schools undergoing school-based reform and 85 public experimental Smart Schools at the preparatory level. To date, TILO is training and equipping 192 School Based Reform (SBR) primary and preparatory schools and 85 TILO Smart School schools at the preparatory level and providing technical and material support and training and coaching for an additional 45 SBR expansion schools, for a total of 318 TILO schools. This number will grow over the next one and a half years. As TILO enters into its fifth year of operation, it is working to build capacity at all levels of the Ministry of Education to introduce a model that can be sustained.

TILO activities take place in nine governorates: Alexandria, Cairo, Giza, Fayoum, Beni-Suef, Minya, Assiut, Qena, and Aswan (6th of October and Helwan governorates were absorbed into Giza and Cairo governorates respectively). This TILO fourth Annual Report (AR4) documents activity based on TILO’s FY10 work plan and reflects the four components of the TILO project.

TILO’s **four components** are:

1. Improve the Quality of Teaching, Learning, and IT Management in Targeted Schools.
2. Establish Public-Private Partnerships for supporting TILO objectives and other innovative educational technology interventions.
3. Build Capacity for effective management of technology for education at all levels of public education administration.
4. A Monitoring and Evaluation system that determines the extent to which TILO activities are impacting improvements in teaching, learning, and management in targeted schools.

TILO is implemented by Creative Associates International, Inc. and its partners: Pal-Tech, Keys to Effective Learning (“Keys”), and Seward, Inc. Creative is based in Washington, DC, and provides technical assistance to education. Pal-Tech, also in the Washington, DC, area, provides assistance in technology use for training. Keys is a teacher, school administrator, and MOE supervisor training organization in Cairo; Seward is an instructional software firm in Minneapolis, Minnesota.

This Annual Report provides an overview of progress achieved during the fourth year (October 1, 2010 – September 30, 2011). It summarizes accomplishments represented in previous quarterly reports, and details activities achieved in Quarter 16 (June 30 – September 30, 2011). Each task mentioned in the Year 4 Work Plan is listed, followed by a description of the key actions taken towards completion.

II. Year Four Activities: Summary, Highlights and Challenges

This section of the annual report is organized into two main categories: Summary and Highlights from the work plan. Unlike quarterly reports, this Annual Report includes all tasks completed during the fourth year. The Summary section provides an overview of the accomplishments of the year. The Highlights section reviews all the tasks planned in the Year 4 Work Plan, with the corresponding subtasks listed in the left hand column. It provides an update on the progress to date against these tasks in the column on the right.

Because TILO experienced a contract modification, Creative updated the workplan in the third quarter. This annual report presents both a summary of the accomplishments from the first three quarters based on the previous work plan and detailed progress against the updated workplan for the last quarter of the year.

SUMMARY

I. Overall Update

FY2011 experienced history in the making as the Egyptian revolution took place following a popular uprising that began on January 25, 2011. President Mubarak resigned on February 11th following days of determined popular protest and pressure. After consultation with USAID, the TILO COP (who was evacuated to Washington DC, along with her family), and the TILO project Acting COP, the TILO Cairo office re-opened on February 13th with caution and close monitoring of the day-to-day situation.

TILO training resumed immediately in several governorates. In governorates where schools reopened later, attendance was low due to lack of security and minimal police presence. TILO provided updated weekly reports to USAID with the status of schools and the project in each Governorate.

While it was a tense period, the project remained generally on track throughout the revolution. Community and local support for TILO and USAID remained strong and TILO staff stayed in contact with communities and Ministry staff as much as possible.

In Q3, TILO received an invitation from USAID/Egypt to submit a scope of work for an extension until March 2013 to continue TILO activities through its original framework and an increase in the budget by \$4.9 million. Over the course of the quarter Creative submitted a proposed set of activities that concentrated on developing a core TILO model for preparatory schools, providing follow-up in schools who were adversely impacted by delays related to the revolution, and providing capacity building to the Ministry of Education (MOE) at various levels to maintain and sustain the TILO models for both primary and preparatory school levels. The extension was approved and TILO will continue to operate until March 2013.

In Q4, the MOE braced for the start of the school year in the throes of political instability in Egypt. Right before school was scheduled to begin, major teacher strikes began taking place across the governorates. The TILO team had to adjust the schedule of activities, which, due to the short timeframe of the TILO extension (eighteen months), began one week after the start of school. Close relations with the MOE muderiyas in each governorate enabled TILO to begin work in schools despite the fragile situation. Issues like teacher strikes will need to be monitored carefully, as low attendance (or absence) by teachers will impact the TILO implementation schedule.

Component One:

A) Installation and Digital Resources

During the first half of the fiscal year, the TILO team successfully completed the technology installation in 277 TILO schools across 11 governorates. TILO also completed the installation of the four primary RWE/TILO partnership schools in Helwan governorate (reabsorbed into Cairo governorate later this year). Funds were contributed by TILO (USAID) and RWE Dea, a German oil company. TILO, in collaboration with Nile Integration (internet contractor), also completed the ADSL installation for 189 out of 259 schools across 11 governorates.

Despite these achievements, the project still faces technical problems with internet options in 70 schools, and is committed to assessing the situation for each school and finding an affordable solution. A negotiation memorandum with a vendor for air conditioners was also signed, and installation began in Fayoum governorate. TILO also completed the installation of 30 interactive whiteboards in Minya, Qena, Alex, Beni Suef, Aswan and Fayoum Governorates. These boards were given to the schools as a result of a STAMP competition held earlier this year which identified schools best demonstrating the ability to manage technology.

In Q3, as activities eased back into being more normal, several USAID visits took place. These visits were seen as opportunities for USAID to open lines of conversations with various levels of Ministries and communities. On May 2nd, 2011, TILO DCOP Soheir Ghali and Training Director Wafaa Kader went with Mary El Kidwani, USAID TILO-COTR, and Croshelle Harris, USAID Basic Education Team Leader, to Alex to meet with TILO teachers and discuss lessons from the last years of program implementation and focus areas for the extension period. They received encouraging feedback about the impact of TILO on the quality of education in their schools as well as suggestions for the next period. On May 8th, a VIP delegation consisting of high-level MOE representatives visited Banat Tamyia School in Fayoum. The school principal discussed the successes of the program and plans for the future, and a group of students presented the TILO digital resource package. TILO's Tamyia school district Coordinator presented an electronic lesson plan developed in cooperation with the TILO team. And on June 6th, TILO DCOP and Training Director as well as USAID representatives Mary El Kidwani and Marc Bonnenfant visited the new Beni Suef Undersecretary, Mrs. Samia Amin, to provide an overview of the project and the accomplishments so far in Beni Suef as well as an overview of the coming period.

In Q4, the TILO team focused heavily on launching expansion across all TILO governorates, with the exception of Assiut. TILO drafted a new workplan that will cover the extension period (until March 2013). With a new workplan in place and the modification to the contract officially approved, the project team began the process of nomination and selection of the prep level SBR schools to participate in the TILO/MOE expansion effort. 128 model schools at the preparatory level were selected as follows:

Cairo	18 Schools	3 idaras: Helwan, Nozha and East Nasr City
Alexandria	26 Schools	1 idara: Montazah
Fayoum	22 Schools	4 idaras: Etsa, Senouris, Tameya, West Fayoum
Beni Suef	24 Schools	2 idaras: Nasser and Wasta
Minya	14 Schools	2 idaras: Beni Mazar and Matay
Qena	12 Schools	1 idara: Nagaa Hammady
Aswan	12 Schools	1 idara: Nasr El Nouba
TOTAL:	128 Schools	

B) Training

Despite the challenges during and after the revolution, TILO was able to continue its rigorous school-based training program with teachers, supervisors, and administrators, MOE Idara/ Muderia, Follow up and Support Team throughout Q1 and Q2. There was significant emphasis on supporting the school administrators, teachers, and students to resume the educational activities as part of the second academic term.

In the third and fourth quarters, TILO reviewed and updated all the teacher-training materials to meet the needs of the preparatory stage. The project team produced preparatory lesson plans for Arabic, Math, Science, English, and Social Studies that incorporate the use of effective teaching methods and integrate TILO Digital Resources. In addition, TILO began the training cycle for prep level expansion schools by delivering a seven-day Capacity Building workshop for the muderiya /idara follow up and support team, quality assurance team, training unit team, technology development team, and supervisors in each expansion idara. The Capacity Building workshop helped the different MOE groups understand the TILO Model and create an action plan to support schools.

Component Two: Public Private Partnerships

This year saw significant developments in the PPP component. The TILO team completed the partnership agreement between the project and RWE Dea Egypt. Through this partnership, RWE Dea provided TILO with a grant (estimated at \$42,000) to implement the TILO technology and training model in four Helwan governorate SBR primary schools. In addition to the TILO model, the partnership funded the painting and furnishing of three classrooms, as well as the painting and furnishing of a training room designated for teacher training in each school.

TILO continued to work closely with Intel and the MOE to deploy 1000 classmates to be distributed among a total of 40 schools across five governorates. Each school is set to receive the Intel Classmate solution consisting of 25 CMPCs for classroom use, as well as a charging rack, access points and a teacher laptop. 23 of the schools receiving the CMPC model are TILO expansion school and 17 already existing TILO-supported schools that will receive the CMPC solution as additional technology support. Later in the year, TILO expanded its partnership with Intel by negotiating an additional donation of 415 classmate PCs, which will enable the project to expand an upgraded model into 17 additional prep-level expansion schools. This new donation, which is supported by the MOE, brings the total number of schools receiving the Intel classmate model to 66.

TILO has also secured a partnership with Exxon Mobil involving the donation of used equipment to TILO MOE expansion schools. The donated equipment will likely be available for installation in schools by December 2011. TILO will work closely with the MOE Teacher Development Center (TDC) to determine the best process for transferring the equipment to the schools, as a direct donation from Exxon Mobil, so that the TDC takes the lead in ensuring the equipment is delivered and installed in each school under its supervision.

TILO also finalized an extension of its partnership with Discovery Channel Global Education Partnership (DCGEP) to roll-out the program in 60 additional schools in Alexandria, Beni Suef, Minya and Fayoum.

TILO's partnership with HSBC progressed quickly, as HSBC's speedy procurement process coupled with the guidance of TILO's technical team enabled it to finalize the procurement of all the components of the TILO SBR technology model. TILO has selected Mostafa Kamel expansion school as the recipient of the HSBC donation. HSBC intends to have the model installed and running in the school by the end of September 2011, in time for the new school year and the start of TILO training.

Furthermore, with regards to the TILO –IBM Partnership related to the Reading Companion (RC) program, IBM has agreed to provide TILO with an additional \$5,000 to fund the creation of e-books to be used through the RC virtual library. These e-books will directly link to the national curriculum for primary and prep stages, and will give teachers an extremely valuable English language teaching resource that they can use daily in class as a tool to support their lesson plans. This is made possible through the TILO project's partnership with Longman publishing, the UK based firm that provides the English Curriculum materials for the MOE. Longman publishing has given TILO consent to use the primary level "Hello" series materials to create e-books for the RC virtual library. TILO continues to work with the MOE to get official approval for the RC to be considered an approved tool that teachers can submit as part of the student portfolios.

Also in collaboration with IBM, TILO applied and was approved for an IBM service grant for \$10,000, which the project will use to purchase IT suitcases for expansion schools in Cairo. The grant also includes volunteer services from up to 50 IBM staff to provide a minimum of eight hours of time towards an activity within their area of expertise that supports the TILO program.

TILO has succeeded in getting approval from IBM and the MOE for a donation of 78 Kidsmart hardware units for TILO SBR primary schools, estimated to arrive in December 2011.

Furthermore, HP has agreed to donate used equipment to TILO expansion schools. Exact numbers of the equipment available for donation are yet to be confirmed.

Component 3: Capacity building

A) Learning Management System – Moodle

In the beginning of the year, TILO piloted the first online course for teachers using the open source Learning Management System Moodle for the professional development of teachers in three governorates (Alexandria, Fayoum and Minya). TILO trained 20 MOE staff members to moderate the online course, and supported them during a pilot training of 82 teachers from the three governorates.

In late June, a Moodle sub-committee meeting was convened which resulted in recommendations to the TILO steering committee for scale-up based on the Moodle pilot. The results of the month-long pilot of the Moodle learning management system were presented by TILO Applications Manager Ahmed Galal and discussed among the group. Four representatives from the Ministry, including three idara moderators and a teacher, presented their opinions of the experience. The team concluded that Moodle was an important tool to be used for teacher training in Egypt. A follow-up meeting with Dr. Reda Abou Series, Senior Advisor to the Minister on Educational Reform and TILO's Steering Committee chair, was held and Dr. Reda approved the TILO team to begin working with the Professional Academy of Teachers (PAT) on next steps. He also agreed that the course that was used in the pilot – Student Centered Learning – should be rolled out broadly.

Towards the end of the year, TILO representatives DCOP Soheir Ghali and Ahmed Galal met with the Head of the Professional Academy for Teachers (PAT), Dr. Ramadan. The mandate of this institute is to ensure that the professional level of teachers and educational leaders coincides with national and international standards and to establish a recruitment licensure and promotion system in line with professional standards and code of ethics. At the meeting, the TILO team gave an introduction about the project and explained the TILO technology and training model. They also introduced the use of Moodle as an e-learning tool which has been tested and proved successful by TILO under the umbrella of the MOE in three governorates (Alex, Minya and Fayoum). The team shared the success of Moodle based on the feedback surveys received from teachers as well as MOE moderators trained by TILO. Dr. Ramadan was very enthusiastic about the TILO model, particularly the training component and Moodle. PAT has a mandate to provide training to 600,000 teachers before the end of 2011, and Dr. Ramadan believes that certifying TILO training by PAT and using Moodle as a platform will greatly accelerate their ability to reach their mandate. TILO continues to work closely with the PAT team to meet these objectives.

B) Support to Ministry – Sustainability Expansion Planning

Capacity building workshops and meetings with MOE Muderiya and Idara representatives continued throughout the first half of the year in Greater Cairo, Fayoum, Minya and Qena to support the sustainability of the TILO model and provide assistance to the MOE as TILO begins to expand into new schools.

In April and May, 2011 TILO conducted a series of Capacity Building workshops in Cairo Governorate Expansion Idaras. The TILO Training team also designed and developed a Capacity Building Plan for TSS Schools in Cairo, Giza, 6th October, and Helwan. As part of the TSS Capacity Building plan, TILO also trained 196 MOE representatives from the Quality Assurance, Technical Support, and Follow up and Training Units, plus an additional 86 MOE Supervisors and 36 TDC representatives. The TILO team met with 12 Beni Suef MOE Supervisors from two idaras to help them to develop a follow-up plan for schools. And in early June, TILO held and planned sustainability workshops in Alex, Beni Suef and Minya governorates to create plans for the MOE

leadership at the muderia and idara levels to continue supporting the schools.

Component 4: Monitoring and Evaluation

For the fourth time since the start of the project, TILO's M&E team gathered data in a subset of schools to determine if teachers and students were improving their teaching and learning practices based on the Standards-based Observation Protocol of Egypt (SCOPE) instrument. Data analysis determined that schools in all governorates continued to improve; in some governorates in upper Egypt, the changes were dramatic. In one governorate that had not shown great improvements over the first few M&E cycles, Alexandria, the scores improved to an impressive level. Changes in teacher practice fell in a range of 15%-44% better than the baseline. Student behaviors have been slower to change than teacher behaviors, but results from this data collection cycle showed that students were also now engaged in interactive educational activities and using technology in ways that have been shown to produce learning. These results were especially heartening given the extreme challenges experienced due to the revolution and long school closures.

TILO gathered data on midterm exam scores from idaras and schools. Early findings in Alexandria suggest that students in TILO schools are consistently performing better each year since the intervention began and are outperforming their peers in other schools. More data will be presented on these studies in the coming quarters.

TILO began to research and draft a case study that investigates how this approach was done and what can be learned from it. It will include success stories, challenges, and recommendations.

HIGHLIGHTS

Start-Up

1.1 - Office and operations

Summary of first three quarters of FY11:

TILO Offices:

- **Assiut:** TILO furnished the Assiut office at the MOE premises.
- **Cairo:** Additional security for the night shift was added to the TILO Cairo office during February 2011 as a result of the unstable circumstances. Creative plans to retain this additional security until further assessment.
- **TILO Offices:** When TILO reopened its offices following the revolution, it adjusted its policy so that offices closed at 5 PM sharp rather than allowing employees the option to stay late if needed. When the security status improved, TILO extended the closing time to 9:00pm. Any exceptional cases were approved by the Acting COP.
- All TILO Offices in Cairo and in the governorates remained in good condition.

Activities in Q4 (based on TILO's Modification Work plan):

- **Assiut:** TILO has completed work in Assiut governorate. Currently, the office is closed and TILO is ready to hand the office over to either the MOE or to the ESP project, based on final decision by USAID.
- Following the TILO modification, all insurance policies for furniture, equipment, cash and

	<p>vehicles were renewed for one year from their end dates. TILO has added the risk of riots and civil unrest to the office insurance policies due to the uprisings and robberies occurring in Egypt.</p> <p>Please refer to Annex D for TILO Offices full list.</p> <p>Safety and Security:</p> <p>For security and safety purposes of TILO staff members, Creative management continues to monitor the situation in all governorates closely and issues periodic notices related to travel.</p> <p>Creative sent one of its Security and Logistics staff members from HQ to help assess the security of TILO offices and staff members based on events in the country. He issued a recommendation letter and the TILO management is working on implementing what is practical at this time.</p>
<p>1.2 - Staff</p>	<p>Summary of first three quarters of FY11:</p> <ul style="list-style-type: none"> • Ibrahim Mossad, TILO Office Clerk, resigned on December 31, 2010. • Lotfy Hegazy was hired on full time basis as a driver on March 1, 2011. • Medhat Bosila, TILO Governorate Coordinator for Beni Suef, was promoted to TILO Governorate Team Leader on January 1, 2011. • Nesreen Hussein, TILO Schools Procurement Manager, delivered a baby on March 5th, 2011 and Samer Shaker, Pal-Tech Consultant, filled in for her during the three months maternity leave. She returned from maternity leave on June 5th, 2011 and Samer Shaker is now assisting her with the closing of school procurement files. • Ahmed Anwar, TILO Database Applications Specialist, passed away on April 4, 2011. His last working day with TILO was April 3rd, 2011 and TILO compensated his family as per Egyptian labor and social insurance laws. Ahmed Anwar has not been replaced. • Mohamed Ragab joined TILO on a part time basis for three months (ending September 30, 2011) to help with reviewing Keys' invoices and other accounting tasks. <p>Activities in Q4 (based on TILO's Extension Work plan)</p> <ul style="list-style-type: none"> • Mohamed Hussein joined TILO in April 2011 to replace Ibrahim Mossad as office clerk. • On July 1st, 2011, Soheir Ghali, TILO DCOP/Technical Director, moved from Pal-Tech to Creative staff, with additional responsibilities as the COP for 40% of her time. This is a result of the relocation of Dr. Andrea Bosch, TILO COP, to the USA. Dr. Bosch is the TILO Virtual COP for 60% of her time. • Medhat Bosila, TILO Team Leader in Beni Suef; Ahmed Hssein, TILO Technology Coordinator in Beni Suef; Ahmed Kotb, TILO Technology Coordinator in Minya; Ahmed El Gabalawy, TILO Technology Coordinator in Cairo; Mahmoud Mamdouh, TILO M&E Coordinator, all moved from Creative to Pal-Tech on July 1st, 2011. The five employees received their final payments from Creative as of June 31st, 2011. • TILO did not renew the employment agreement of TILO Procurement/Inventory Office,

	<p>Mohamed Fares, which ended on June 30, 2011.</p> <ul style="list-style-type: none"> On August 1st, 2011, Nancy Habib was promoted from TILO Admin Assistant to Assistant Office Manager. Samer Bahaa El Din Al Kholi was hired by TILO effective August 17th, 2011 as a consultant to upgrade workflow and database schemes of the TILO website. TILO has extended the M&E advisor consultant agreement for Ahmed Gabr from September 1st, 2011 and thru August 31st, 2012 to direct two final rounds of data collection and analysis of SCOPE data and analysis of midterm exam data. TILO is in the process of hiring temporary Administrative Assistants as consultants in its governorate offices to help TILO team leaders in the administrative work due to the increase of workload.
1.3 – Annexes/deliverables	<p>Annex A: List of Expansion Schools Annex B: TILO Indicators Annex C: DCGEP Success Stories Annex D: TILO Offices Annex E: Financial Information Annex F: Public Private Partner Leverage Summary</p>

Component One: Improve the Quality of Education

<p>1.A – Improve the quality of teaching, learning and IT management</p> <p>Modification Work Plan: TILO Graduations</p>	<p>Summary of first three quarters of FY11:</p> <p>Throughout the year, meetings were held regularly with Undersecretaries of Education in TILO-supported governorates to provide capacity building on managing, sustaining and expanding the TILO model, to plan for graduation ceremonies and capacity building workshops, and to negotiate strategies to sustain TILO in schools. The goal of these workshops is to work closely with the muderiya as it identifies and delegates to staff at the muderiya and idara level specific roles and responsibilities related to all elements of the TILO model. During and after these workshops, gaps are identified where additional TILO support can leverage better sustainability.</p> <p>Several additional meetings took place in governorates such as Qena and Fayoum, to focus on follow up and support and sustainability specific to the MOE demand and planning.</p> <p>On November 8, 2010, MOE Chief Information Officer and Advisor to the Minister on IT Dr. Ahmed Tobal visited TILO-supported schools to observe the TILO model and its impact. The delegation observed students in the TILO activity room seated in groups conducting experiments using TILO Digital Resources.</p> <p>In an attempt to maintain stable working relationships in the governorates after the Egyptian revolution in early 2011, Mary el Kidwani (USAID COTR) met with TILO master trainers and TILO Governorate Team Leaders on February 28, 2011 to get feedback directly from the field personnel on the challenges they faced during the previous period and on how USAID can support them moving forward. Everyone in the project appreciated the time Mary took to listen and the open discussions that took place.</p> <p>Many communities demonstrated the ownership they felt of the technology equipment installed in their schools by securing it and guarding it themselves in absence of the police.</p>
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	<p>Overall, project activities were delayed by approximately two months due to the revolution, but remained generally on track. The community and local support for TILO and USAID remained strong, and TILO staff stayed in contact with Ministry staff at different levels and communities through schools as much as possible.</p> <p>Following the revolution, a series of labor demonstrations took place within the education sector, starting with the MOE central building in downtown Cairo and extending to MOE premises in the governorates. The main requests revolved around teachers wanting permanent full time contracts as opposed to temporary contractual agreements that carried few benefits. Demonstrations were organized in protest against particular staff, such as an Undersecretary and/ or governor. These demonstrations had some impact and caused changes in the organizational structure involving high-level leaders within the MOE.</p> <p>TILO training resumed immediately in several governorates, in order to keep activities on track and resume a level of normalcy. Teachers were eager to use their time productively while schools were closed and students were not around. Most TILO schools completed their internal training of trainers modules and some teachers used the time to prepare their activities and lessons for the next term.</p> <p>Several MOE organizational changes took place after the revolution:</p> <p>On March 10th, 2011 USAID held a meeting for all projects under its education portfolio. The objective of the meeting was to gather feedback from project representatives working in the field on challenges and lessons learned in the wake of the Revolution.</p> <p>As activities returned to a normal pace, several USAID visits took place. These visits were seen as opportunities for USAID to open lines of communication with various levels of the ministry and communities.</p> <p>USAID Visits:</p> <p>On May 2nd, 2011, TILO DCOP Soheir Ghali and Training Director Wafaa Kader went with Mary El Kidwani, USAID TILO-COTR, and Croshelle Harris, USAID Basic Education Team Leader, to Alex to meet with TILO teachers and discuss lessons from the past years of the TILO program and focus areas for the extension period. The representatives received encouraging feedback about the impact of TILO on the quality of education in their schools.</p> <p>On May 8th, 2011, Banat Tamyia school received a VIP delegation visit consisting of MOE high-level officials including Dr. Reda Abou Serie and Dr. Ahmed Tobal, as well as heads of the central directorate of Basic Education and Community Education. Banat Tamyia is one of twelve TILO primary schools in Fayoum Governorate. The school principal discussed the successes of the program and plans for the future, and a group of students presented the TILO digital resource package. TILO's Tamyia School District Coordinator presented an electronic lesson plan developed in cooperation with the TILO team.</p> <p>On June 6th, 2011, TILO DCOP and Training Director as well as USAID representatives Mary el Kidwani and Marc Bonnenfant visited the newly appointed Beni Suef Undersecretary, Mrs. Samia Amin, to provide an overview of the project and the accomplishments so far in Beni Suef as well as the expected direction for the remainder of the project.</p> <p>Graduation Events:</p>
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Throughout the year, TILO graduation events took place in Aswan, Qena and Minya to congratulate and recognize 45 of the schools that successfully completed the full TILO technology and training cycle this year. USAID representatives, MOE muderiya and idara officials, local TV and press attended these events. During the opening speeches at each event, the MOE undersecretaries highlighted the impact of TILO on schools and the need to expand the TILO model in additional idaras. Several of the other graduations were postponed due to security issues.

Following the Minya graduation event, the TILO team and USAID representatives and idara leaders visited a primary school in Beni Mazar idara. Abou Harb school is located in Abu Harb village, 50Km north of Minya. The school consists of 17 primary level classes, with a total of 351 student and five preparatory classes, totaling 143 students.

The school principal reported to the visitors that 13 students (about 10% of the total school population) had returned to school after previously dropping out. Students returned to Abu Harb school after they heard that learning became more fun and interesting. As a result of this finding, Creative began to investigate this phenomenon and discovered that there was a trend of drop outs returning to TILO schools across governorates.

The dates of the graduation events in the first three quarters were as follows:

- Minya Phase 3 Graduation Event -19 schools: December 1st, 2010
- Aswan Phase 3 Graduation Event -12 schools: December 13th, 2010
- Qena Phase 3 Graduation Event -14 schools: December 15th, 2010

Activities in Q4 (based on TILO's Extension Work plan)

During the first week of July 2011, TILO DCOP and Network/Connectivity Manager with USAID COTR Mary Kidwani met with Dr. Tobal to update him on TILO's IT work in relation to the contract extension and the plan for TILO to work in prep expansion schools.

Given that TILO has completed the installation for 287 SBR primary and TSS schools, Dr. Tobal requested a full inventory of equipment installed in schools to be delivered to the Teacher Development Center at the governorate level as well as the MOE central level. A copy will also be delivered to the Government Authority for Building (GAEB) central level through Dr. Tobal. At the meeting, to the DCOP and Network/Connectivity Manager explained the importance of TDC support for TILO schools as well as the new expansion schools. Dr. Tobal was very supportive and insisted that any communication should come through him at this stage to ensure that full support is provided to the project.

During the first week of August, another meeting took place with Dr. Reda Abou Serie, TILO DCOP, USAID COTR and Mr. Ahmed Gabr, TILO M&E consultant, during which Dr. Reda received an update related to TILO's coordination with the Professional Academy of Teachers (PAT).

Mr. Gabr provided an overview of the SCOPE evaluation tool, explained how the schools sampling was done, and described how TILO trained Education Reform Project (ERP) data

	<p>collectors on TILO tools in order to use them for data collection. Dr. Gabr also explained teacher progress versus student progress and how it related to different TILO tools. Dr. Reda explained that SCOPE mainly focuses on teacher performance, making it difficult to judge student improvement. This statement gave TILO the opportunity to reinforce the usefulness of CAPS data in providing results related to the impact of Technology on students. Dr. Reda offered to facilitate access to TILO CAPS data.</p> <p>1.A.1- Graduate Phase III schools (Cairo/Helwan/6th of October/Giza; Alex; Beni Suef and Fayoum)</p> <p>Two successful idara graduations took place in July, one in Fayoum for Phase I, II, III and IV schools (240 attendees) and one in Greater Cairo (Cairo, Helwan, Giza, and 6th of October schools, 180 attendees).</p> <p>1.A.2- Graduate Phase IV schools (Qena, Minya and Aswan)</p> <p>These graduations were postponed due to the current instability in Egypt.</p>
<p>1.B Educational Technology Resource Package</p> <p>Extension Work Plan: Prepare 128 Model Prep Schools for Implementation</p>	<p>Summary of first three quarters of FY11:</p> <p>Installation of TILO Labs:</p> <p>This year, TILO completed the installation of equipment in all 277 schools across 11 governorates, including four primary RWE/TILO partnership schools in Helwan governorate.</p> <p>This year TILO achieved:</p> <ul style="list-style-type: none"> • Full installation of two TSS Schools in Assiut; • Upgrading of one EU-SBR School in Beni Suef to the full TILO model; • Full installation of four TILO/RWE PPP schools in Helwan. <p>IT Maintenance and troubleshooting training:</p> <p>This year, TILO completed the IT maintenance training for Aswan and Minya. The training was provided by TILO vendor ICS under their services contract with Creative Associates and was designed to build the local capacity of schools to troubleshoot simple technical issues and understand protocols for accessing support for more complicated issues.</p> <p>Four representatives attended the training from each of 32 schools, along with the TDC, idara and muderiya representatives. The breakdown of participants by governorate was as follows:</p> <ul style="list-style-type: none"> • Aswan: 97 participants; • Minya: 169 participants; • Assiut: 16 participants; • Fayoum: 18 participants. <p>Internet connectivity:</p> <p>TILO, in collaboration with subcontractor Nile Integration (internet contractor), completed the</p>

ADSL installation for 188 out of 259 schools across 11 governorates.

The project is still facing technical problems in 70 schools and is assessing the situation for each school to find an affordable solution.

The breakdown of schools by governorate is as follows:

Cairo	54
Alexandria	20
Beni Suef	38
Fayoum	08
Minya	31
Qena	09
Aswan	25
Assuit	03

Air Conditioner (a/c) installation:

TILO hired an electrical consultant in October 2010 to assess and evaluate the installation of A/Cs and to provide the best electrical recommendations and specifications for A/C installation in schools with upcoming procurements.

Intel Classmates:

TILO currently has three different agreements related to Intel Classmate procurement and installation in schools: (1) Classmates donated by Intel for installation and use in five TILO schools; (2) Classmates purchased through a PPP with RWE Dea for use in four primary schools in Helwan; and (3) Classmates donated by Intel and the Ministry of Education.

TILO installed the Intel Classmate solution in the four Helwan primary schools under the TILO/RWE PPP during. The four schools were equipped well in advance of the others so that Intel and TILO staff could test the compatibility of the TILO image with a new operating system (Windows 7) and the Intel software. This research helped all parties troubleshoot issues and arrive at workable solutions.

Other donated Intel classmates were held in a warehouse until final school selection was completed.

School Management Systems (SMS):

The MOE TDC offered to install its new Microsoft SMS system in all TILO schools, starting with the experimental Smart Schools. The MOE SMS pilot deployment began with Alexandria and Assiut governorates. Informatique, a private sector partner with Microsoft, and the MOE are responsible for installing the SMS system in all schools under the pilot as well as for training two administrators from each school on the use of the system. Following this pilot, the MOE TDC will take over the deployment and training in all remaining schools nationwide.

Installation of 30 Interactive White Boards

TILO completed the installation of 30 Interactive boards in Minya, Qena, Alex, Beni Suef,

	<p>Aswan and Fayoum Governorates. These boards were given to the schools as a result of a STAMP competition held earlier this year, which identified schools best demonstrating the ability to manage technology. The breakdown of schools by governorate is as follows:</p> <ul style="list-style-type: none"> • Minya: 8 schools • Qena: 3 schools • Alex: 4 schools • Beni Suef: 8 schools • Aswan: 5 schools • Fayoum: 2 schools <p>In addition, TILO delivered 1,263 headsets and speakers to all TILO schools.</p> <p>Activities in Q4 (based on TILO's Extension Work plan)</p> <p>1.B. Select 128 model prep schools and provide orientation to school principals and idara and muduria leaders</p> <p><i>Please refer to Summary section at the beginning of this report for expansion school selection summary.</i></p> <p>This quarter, TILO Team Leaders provided orientations to school principals of potential expansion schools to inform them about the project accomplishments and the objectives for the upcoming period. Based on these orientations, school principals were able to decide whether they could meet the requirements of the TILO model. This process is part of the demand-driven approach.</p> <p>TILO/ MOE final selection of expansion schools was based on two main criteria: a) willingness and enthusiasm of school management and teachers to participate in the program; and b) availability of equipment that can support TILO technology and its DR model (including equipment provided through TILO PPPs and procurement).</p> <p>The TILO IT Governorate Coordinators, in collaboration with the TDC, conducted a thorough assessment of the technology situation in each school to determine the requirements from the MOE in order to allow TILO to implement the DR and technology model in these schools. After completing the preliminary schools selection, TILO Master Trainers visited each school and conducted interviews with teachers and school management to further assess the schools' candidacy for the expansion effort.</p> <p>TILO and the MOE presented the activities of the TILO extension and the capacity-building strategy in TILO schools. The MOE was pleased with the activities and wanted further information and more in-depth collaboration going forward.</p>
1.C - Learning Objectives and E-Content	<p>Summary of first three quarters of FY11:</p> <p>During the first three quarters of the year TILO reviewed e-content and developed a partnership</p>

<p>(Digital Resources)</p> <p>Extension Work Plan: Provide Technology to Schools</p>	<p>with Longman, the publisher that produced the content for the MOE. Longman stated that TILO could have Egyptian content that was already purchased to upload to the Reading Companion website.</p> <p>In addition, activities continued with the MOE related to the development of a Moodle pilot and options for e-content for professional teacher development (see Component Three).</p> <p>Activities in Q4 (based on TILO's Extension Work plan)</p> <p>1.C.1-Solve Internet Connectivity problems and provide solutions for each governorate (ongoing)</p> <p>TILO began negotiations with Nile Integration on using a 3G solution to solve some of the schools' internet problems. Creative is in the process of amending the agreement with Nile Integration to start implementation.</p> <p>1.C.2-Install A/C (Fayoum, Aswan, Minya, Qena and Assuit)</p> <p>Installation of A/Cs in 10 Schools in Fayoum was completed in August 2011 and will begin in other governorates in a phased approach.</p> <p>1.C.3- Install networks, laptops and 1,415 donated Intel classmates in 57 schools in Alex, Aswan, Fayoum, Minya and Qena (public private partnership)</p> <p>TILO continued with the installation of Intel Classmates during this quarter and completed installation in 20 schools (totaling 500 Classmates, 25 classmates per school.) This partnership helps the Ministry equip more schools and is timely as it allows TILO to conduct training in schools with equipment early in the school year.</p> <p>The breakdown of schools by governorate is as follows:</p> <p>Alex: 2 schools Fayoum: 8 schools Minya: 6 schools Qena: 4 schools</p> <p>1.C.4- Provide IT Suitcases to TILO prep model schools</p> <p>TILO amended the agreement with ICS to procure two IT suitcases plus projectors for the 128 expansion schools. This was approved by USAID Contracts Office.</p> <p>1.C.5-Interactive Whiteboard Training for 30 Schools</p> <p>During this quarter (Q4) , TILO completed training on Interactive whiteboard use for 16 teachers in Fayoum. Training will continue in the other governorates in the coming quarter.</p>
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<p>1.D Extension Work plan: Research and contribute digital resources and teacher networks for primary and preparatory level in Arabic</p>	<p>Summary of first three quarters of FY11:</p> <p>Digital resources:</p> <p>TILO identified new resources this year that can be utilized in math and social studies for the preparatory level, and is continuing to locate online resources that can be used in Science.</p> <p>This quarter TILO also conducted the following activities related to Moodle:</p> <ul style="list-style-type: none"> • TOT for TILO Master trainers on how to moderate a Moodle Course; • TOT for MOE moderators on how to moderate Moodle Course; • Meetings with MOE E-learning sub-committee to get the green light to start the pilot; • Moodle Pilot Test in three governorates (Alexandria, Fayoum, and Minya); • Analysrs of pilot results and presentation to the MOE e-learning sub-committee. The sub-committee recommended including PAT in the committee and continuing to take steps toward using Moodle as a tool for teacher professional training. <p>Activities in Q4 (based on TILO's Extension Work plan)</p> <p>1.D.1 Follow-up Recommendations of Moodle pilot</p> <p>In August, Soheir Ghali and Ahmed Galal from TILO held a meeting with PAT Director, Dr. Ramadan, Director of the Professional Academy for Teachers, Mr. Ahmed Helmy, Training Director, and 20 additional PAT representatives during which TILO presented the following:</p> <ul style="list-style-type: none"> • Overall TILO project and objectives; • Overview of Moodle; • Results of the Moodle Pilot in three governorates ; • Recommendations for next steps. <p>After a healthy discussion with the members, meeting attendees reached the following conclusions:</p> <ul style="list-style-type: none"> • Dr. Ramadan established a committee of 15 people from PAT to revise the pilot course TILO created using Moodle "Student Centered Learning". If the revised course meets the PAT requirements, it will be used as a training option for teachers in the three governorates (Fayoum, Minya and Alex). • TILO will conduct an orientation for PAT staff on the different roles in Moodle (Trainer, Moderator and Creator) so they can divide themselves across the three roles and explore all Moodle features. <p>As per Dr Ramadan's request, TILO has provided PAT with the following:</p> <ul style="list-style-type: none"> • Hard and soft copies of TILO training manuals and a summary of each training module
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	<p>to be considered for certification.</p> <ul style="list-style-type: none"> • A list of all TILO teachers and the type of training they received from TILO. <p>Based on Dr .Ramadan’s request, TILO will also meet with PAT staff to evaluate the possibility of transferring one of their best training modules into Moodle. This will be done collaboratively with PAT staff to build their capacity to design future training.</p> <p>1.D.2 Work with MOE to customize Discovery Channel DVDs</p> <p>Creative continued to work with the MOE to customize DVDs for schools. This item is further reported on in Component Two. (see 2. B.3)</p> <p>1.D.3 Identify and adapt effective digital resources for prep level</p> <p>This task is in progress.</p> <p>1.D.4. Conduct a workshop with prep teachers to align the current Digital Resources with Prep Curriculum and identify Gaps for DR</p> <p>TILO conducted a workshop in Alexandria for expansion Prep teachers in addition to a number of subject supervisors. The workshop proved that TILO digital resources support over 70% of the prep curriculum. The group helped identify specific gaps in the package to inform where future research on digital resources was needed.</p> <p>1.D.5. Research applications that close the gaps and/or investigate the applicability of localizing English interface Applications</p> <p>This task is scheduled to begin in Q1 of year 5.</p> <p>1.D.6 Establish Teacher Network</p> <p>This task is scheduled to begin in Q1 of year 5.</p> <p>1.D.7 Investigate options for developing and sustaining teacher network</p> <p>A conceptual framework for a teacher network is being discussed so that teachers can share ideas and lesson plans easily. Many options were evaluated, including “Facebook, blogs, forums, and knowledge bases.” The TILO team narrowed down the choices to a hyper-platform, combining blogs with a knowledge-base engine to allow for semantic content searches. The TILO team will meet next quarter with Google to discuss a partnership under the PPP component, which could guarantee sustainability of the teacher network beyond the life of the project.</p>
1.D- Develop Training Strategy	<p>The TILO training team collected feedback from all governorate teams in Cairo, Helwan, Giza, 6th of October, Fayoum, Minya, Beni Suef, Qena and Aswan to complete and finalize the TILO Training Follow Up and Support Plan in both Arabic and English. The goal of the plan is to:</p> <ul style="list-style-type: none"> • Move TILO schools along the training development spectrum to sustainability; • Move TILO idaras toward institutionalizing the TILO model in their schools and, where

<p>1.E - Training Idara MOE Supervisors, School Supervisors and School Administrators</p>	<p>sufficient interest exists, to additional expansion schools.</p> <p>TILO has grouped all schools into three categories depending on their level of performance and created a school intervention plan to address the gaps at the school and idara levels. In addition, TILO customized the Follow up and Support plan to address the special needs and challenges of TSS Schools in greater Cairo.</p> <p>In September 2010, the Training Follow up and Support team began to implement the Follow up and Support Strategy in all schools across 11 governorates. The team planned and partnered with the idara and muderiya teams to help them support schools beyond the life of the project and look for potential to replicate and expand the TILO Model in other schools.</p> <p>During the first three quarters of Year 4, TILO delivered the following leadership and supervisory training for MOE Supervisors, School Administrators and School Supervisors:</p> <ul style="list-style-type: none"> • Sustainability Planning and School Technology Advanced Management Plan (STAMP) – Day 1 Workshop; • Roles and Responsibilities, Conducting Classroom Observation, and SCOPE Workshop; • School Technology Advanced Management Plan (STAMP) – Day 2 Workshop; • IT Skills for School Administrators Workshop; • Motivating and Rewarding Change Workshop. <p>The training benefited a total of 55 schools, including 25 SBR schools in Minya, six SBR schools in Fayoum, six SBR schools in Qena, 14 SBR schools in Aswan, four RWE/TILO PPP schools in Helwan, and four TSS schools in Assiut, with a total of 698 participants.</p>
<p>Extension Work plan: 1.E- Develop a training system for TILO model Prep schools.</p>	<p>1.E.1. Prepare preparatory exemplary lesson plans for Arabic, Math, Science, English, and Social Studies, incorporate effective teaching methods and integrate DR package.</p> <p>The TILO training team produced a package of exemplary preparatory lesson plans, including 20 lesson plans that demonstrate the use of effective teaching methods and IT integration for different grades and subjects including: Math, Science, English, Arabic, and Social Studies. Each lesson plan was complete with resources and worksheets.</p> <p>1.E.2. Review and update TILO training manuals to suit the needs of the preparatory stage.</p> <p>The TILO training team reviewed and updated the following TILO training manuals for classroom teachers, senior teachers, and MOE supervisors:</p> <ul style="list-style-type: none"> • Effective Teaching Methods (Student Centered Learning, Classroom Management, Critical Thinking) Workshop; • IT Integration for Teachers Workshop; • Advanced Effective Teaching Methods (Critical Thinking-II, Problem Solving and Authentic Assessment) Workshop. <p>1.E.3. Develop and produce training material and resources for TILO expansion schools</p> <p>The TILO training team produced a total of 2,314 training participant manuals, including 650</p>

	<p>MOE Supervisor and idara/muderiya manuals, 640 school administrator manuals, 384 senior teacher manuals, and 640 master teacher manuals. In addition, the training team produced 125 trainer manuals to support the target groups in 14 different idaras in seven governorates. Moreover, the training team produced and distributed 128 complete sets of training resources and materials (2 boxes per school) to the 128 prep expansion schools to support in-school training.</p> <p>1.E.4. Partner with the Idara and Muderiya to identify MOE expansion trainers including Leadership Trainers, and Supervisory Trainers.</p> <p>The TILO team worked with participant MOE idaras and muderiyas (14) to identify 28 MOE staff from the Quality Assurance and Training Unit to build their capacity to become Leadership Trainers and deliver TILO Leadership Training workshops to Phase II preparatory expansion schools.</p> <p>1.E.5. TILO Master Trainers visit TILO core prep schools, select participants (5 school Administrators, 5 Master Teachers and 3 Senior Teachers)</p> <p>TILO Master Trainers visited 128 prep expansion schools to give them an overview of the TILO preparatory model. They conducted teacher interviews and selected five Master Teachers, three Senior Teachers, and five School Administrators from every school to participate in the TILO training cycle and implement the TILO prep model in their schools.</p>
<p>1.F – Training and supporting Master teachers and School Supervisors</p>	<p>During the first three quarters of Year 4, TILO delivered the following workshops for Master Teachers and School Supervisors to improve their teaching practice and IT Integration:</p> <ul style="list-style-type: none"> • Effective Teaching Methods (Student Centered Learning, Classroom Management, Critical Thinking) Workshop; • IT Integration for Teachers Workshop; • Advanced Effective Teaching Methods (Critical Thinking-II, Problem Solving and Authentic Assessment) Workshop; • Reinforcing Digital Resources, and Building School-Based Teacher Educational Technology Peer Training Network Workshop for TILO Phase 3 Schools; • Training of Trainers Workshop; • Reinforcing Digital Resources, and Building School-Based Teacher Educational Technology Peer Training Network Workshop for TILO Phase 4 Schools. <p>The training benefited a total of 55 schools, including 25 SBR schools in Minya, 6 SBR schools in Fayoum, 6 SBR schools in Qena, 14 SBR schools in Aswan, and 4 TILO/RWE PPP schools in Helwan, with a total of 767 participants.</p>
<p>Extension Work plan: Build Core Prep School Model (Phase 1)</p>	<p>1.F.1. TILO Master Trainers deliver Capacity Building workshop to MOE Supervisors and Idara support team</p> <p>The TILO training team began the training cycle by providing a seven-day Capacity Building Workshop to idara/ muderiya Quality Assurance, Training Unit, Follow up Unit, and MOE Supervisors. The workshop aimed to help senior MOE staff understand the TILO preparatory model and the changes it can look forward to achieving. The objective of the workshop was to</p>

	<p>engage representatives of the MOE at the muderiya and idara levels to play an effective role in supporting and sustaining the TILO training and the TILO Technology model in prep schools.</p> <p>By the end of the training the participants were able to:</p> <ul style="list-style-type: none"> • Describe the TILO training and the school technology model; • Describe their role and responsibilities in supporting TILO schools; • Develop an action plan to provide support to schools; • Develop a system for reporting their school visits; • Generate and explore ideas for the integration of the TILO training and technology model in non TILO schools; • Expand the TILO training and the TILO technology model to non-TILO schools. <p>As part of the Capacity Building workshop, TILO trained 650 MOE representatives from the Quality Assurance Unit, Technical Support Unit, Follow up Unit, and Training Unit working in 14 idaras in Cairo, Alex, Beni Suef, Fayoum, Minya, Qena, and Aswan.</p>
<p>1.G - Provide Training Follow Up and Support to TILO schools</p>	<p>During the first three quarters of Year 4, the TILO team communicated the Follow up and Support plan to the muderiyas and idaras. TILO worked with them to help schools overcome the different challenges they were encountering. In coordination with the Undersecretaries and the Director Generals at the muderiya and idara levels in Cairo, Giza, Helwan, 6th October, Alex, Beni Suef, Minya, Fayoum, Qena and Aswan, TILO teams held a series of meetings with the Heads of the TDC, Technical Follow up and Support Units, Quality Accreditation Units and Training Units in addition to TILO school Principals, the General Inspectors and the MOE Supervisors to coordinate the implementation of the Follow up and Support Plan. The MOE formed muderiya-level Follow up and Support Committees to provide follow up and support to TILO schools. Currently, the idaras have their own Follow up and Support Plans and have begun to provide support to TILO schools independently.</p> <p>During the first three quarters, the governorate team used the Follow up and Support Tools to analyze the situation in SBR and TSS schools and classify them into the three priority categories. The analysis identified 67 “Priority One” schools, 99 “Priority Two” schools, and 52 “Priority Three” schools. The Follow up and Support Team created an intervention plan for every school to support them in moving towards sustainability. The team provided a total of 652 visits to 137 SBR schools in six governorates (Alex, Beni Suef, Fayoum, Minya, Qena, and Aswan) and 81 TSS schools in four Governorates (Cairo, Alex, Fayoum and Beni Suef). The follow up and support visits started with the schools with the most difficulties (Priority One), then continued to moderate schools (Priority Two) and finally to the schools most close to being fully sustainable (Priority Three).</p> <p>The follow up and support activities aim to support Priority One and Two schools in moving towards Priority Three. The team focused their school visits on supporting the school leadership to apply and sustain TILO activities by implementing their School Technology Advanced Management Plans. In addition, they supported classroom teachers to integrate effective teaching methods and the integration of the TILO Digital Resources into their teaching practice.</p> <p>The TILO team partnered with the Senior Teachers using SCOPE actively in their classroom visits to support and guide the schools to reach sustainability. As of the end of this quarter, only 33 schools remain in Priority One. 108 schools remain Priority Two, and 77 are Priority Three.</p>

	<p>Meanwhile, the team provided customized training, coaching and mentoring to MOE idaras/muderiya to build their capacity to support and sustain the TILO model in all governorates. The muderiya and idara members created an action plan to support participant schools and formed Sustainability Committees, which held monthly meetings at the muderiya and idara levels to follow up on the implementation of the school sustainability action plans.</p>
<p>1. H - Provide Follow up and Support to TILO SBR primary schools</p>	<p>1. H.1. Coaching and Mentoring MOE Idara Supervisors, Follow up and Support Team to build their capacity to do follow up and support after TILO training</p> <p>Cairo Governorate:</p> <p>The TILO team conducted three meetings on August 25th, September 6th, and September 7th, 2011 with Helwan, Nozha, and East Nasr City Idara officials (Quality, Training, and TDC) and Preparatory subject supervisors to orient them on the new expansion model and the changes in roles and responsibilities shared by TILO and the MOE.</p> <p>Alexandria Governorate</p> <p>In July 2011, TILO held a series of meetings with the MOE Preparatory staff at the idara level to brief them on the TILO project and training model.</p> <p>Beni Suef Governorate</p> <ul style="list-style-type: none"> On August 1st and 2nd, 2011, two orientation meetings were held with the TDC and MOE coordinators at Nasser and Wasta idaras to clearly explain the goals of the expansion effort. On August 15th, 2011, TILO held an orientation session for expansion schools for School Principals and idara members in Nasser and Wasta idaras. The school principals now have a clear understanding of TILO and their role in the expansion effort. <p>Fayoum Governorate</p> <ul style="list-style-type: none"> On July 5th, 2011, the Fayoum team had a meeting with the muderiya stakeholders, TDC Director, Follow Up members, Quality Assurance Director, Learning Center Director and Idara Directors to discuss the challenges and requirements for sustainability and expansion in the idaras. The Idara Directors suggested an action plan to be carried out to achieve sustainability in schools together with expansion. The TDC, Follow up members, and Learning Resources Director also agreed on roles and responsibilities to provide effective follow up and support. On August 1st 2011, the TILO team held an expansion meeting with the Idara Coordinator where they identified roles and responsibilities for the Steering Committee to facilitate and manage the expansion effort at the muderiya level. This committee is made up of the muderiya Deputy, the Director of General Education - Preparatory Stage, Idara, TDC, and Training Directorate, Follow up unit, Quality Assurance unit, General Subject Inspectors of and Educational Buildings Director.

	<p>Minya Governorate</p> <ul style="list-style-type: none"> • On July 3-4th, 2011, TILO held two meetings with 47 MOE Supervisors at the Bani Mazar and Mattay idaras to update them on the status of TILO schools and discuss the plan for expansion schools. The result was a Follow up and Support plan to support TILO schools in order to sustain their success. • On July 14th and 20th, 2011, two meetings were held with the MOE representatives and the expansion school principals to familiarize them with the TILO project. <p>Qena Governorate:</p> <ul style="list-style-type: none"> • On August 11th, 2011, a meeting was held with MOE staff in Nagaa Hamady Idara to update them on the status of TILO schools. During this meeting, they developed an idara Follow up and Support plan to support the schools in order to sustain their success and solve any technical problems they may have. • On August 18th and 25th, 2011, TILO held two meetings at the muderiya level to update MOE partners on the status of TILO schools and discuss the plan for expansion. They developed a Follow up and Support plan to support the schools in order to sustain their success. <p>1.H.2 Provide Follow up and Support to TILO SBR Schools in Alex, Beni Suef, Minya, Fayoum, Qena and Aswan</p> <p>The TILO Training Follow up and Support team continued school visits to support SBR school leadership to maintain the TILO model using the School Technology Advanced Management Plan (STAMP) and to encourage teachers to integrate effective teaching methods and use TILO digital resources in their lesson plans in classrooms and the TILO activity room.</p> <p>The team was able to provide a total of 206 visits to 109 SBR schools in six governorates as follows:</p> <ul style="list-style-type: none"> • Alexandria Governorate: Total of 43 visits to 46 SBR primary schools in Montazah Idara; • Beni Suef Governorate: Total of 59 visits to 16 SBR primary schools in Wasta and Nasser Idaras; • Fayoum Governorate: Total of 11 visits to 8 SBR primary and prep schools in Tamya Idara; • Minya Governorate: Total of 27 visits to 13 SBR primary schools in Beni Mazar and Mattay Idaras; • Qena Governorate: Total of 33 visits to 12 SBR primary schools in Nagaa Hamady Idara; • Aswan Governorate: Total of 33 visits to 14 SBR primary schools in Nasr El Nouba Idara. <p>1. H.3 Tracking and reporting the progress at TILO schools as they move toward sustainability</p> <p>TILO was able to help Priority One schools move to Priority Two and help Priority Two schools to move to Priority Three. In Priority One schools, TILO Master Trainers mainly supported teachers in developing effective teaching methods and integrating technology, coached and mentored senior teachers, and supported school administrators in leading change in their</p>
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	<p>schools. In Priority Two schools, TILO Master Trainers were coaching and mentoring senior teachers and school administrators to carry out their roles. The following list demonstrates the progress achieved during the last quarter:</p> <ul style="list-style-type: none"> • Cairo, Helwan and 6 October Governorate: Out of 62 TSS schools, 18 schools are now Priority one, 30 schools are Priority Two, and 14 are Priority Three. • Alexandria Governorate: Out of 36 SBR and TSS schools, only 2 schools remain Priority One, 29 Priority Two, and 5 Priority Three. • Beni Suef Governorate: Out of 68 SBR and TSS schools, 7 schools are Priority one, 31 are Priority Two, and 30 are Priority Three. • Fayoum Governorate: Out of 12 SBR and TSS Schools, there is 1 Priority One school, 5 Priority Two schools, and 6 Priority Three schools. • Minya Governorate: Out of 19 SBR schools, there are 5 Priority Two schools, and 14 Priority Three schools. • Qena Governorate: Out of 12 SBR schools, there are 5 Priority One schools, 6 Priority Two schools, and 14 Priority Three schools. • Aswan Governorate: out of 14 SBR schools, there are 2 Priority One schools, 4 Priority Two schools, and 8 Priority Three schools.
<p>1.I- Build capacity of the MOE in Non-TILO Idaras to implement and support the TILO model in SBR and Preparatory schools in their idara.</p>	<p>1.I.1. TILO Master Trainers deliver a package of training to key personnel in Non-TILO idara to support the expansion of the TILO model to SBR Primary schools</p> <p>TILO began to identify the key areas of support needed at the idara level for new idara expansion. Support to the idara will be provided first to primary level idara teams and will be coordinated through the muderiya. This will allow experienced primary school idara teams to provide support to their neighboring idara teams, with coaching from TILO. One to two new idaras will be invited to participate per governorate, depending on demand of the muderiya and idaras and on how many fully trained idara staff are available to work with us.</p> <p>This model will be further developed over the next quarter.</p> <p>1.I.2. TILO Master Trainers deliver a package of training to key personnel in Non-TILO idara to support the expansion of the TILO model to Preparatory schools</p> <p>Preparatory idara teams will be a secondary audience (after the primary teams). They will not be able to gain support from MOE prep idara teams until they have done through the full TILO process. These activities will be programmed over the next two quarters.</p>
<p><i>Component 2: Public-Private Partnerships</i></p>	
<p>2.A - Build and Implement partnerships according to</p>	<p>Summary of first three quarters of FY11:</p> <p>This year saw significant developments in the PPP component. The TILO team completed the partnership agreement between the project and RWE Dea Egypt. Through this partnership,</p>

PPP strategy	<p>RWE Dea provided TILO with a grant (estimated at \$42,000, depending on exchange rate of euro to the dollar) to implement the TILO technology and training model in four Helwan governorate SBR primary schools. In addition to the TILO model, the partnership funded the painting and furnishing of three classrooms, as well as the painting and furnishing of a training room designated for teacher training in each school.</p> <p>TILO continued to work closely with Intel and the MOE to deploy 1,000 classmates for distribution in a total of 40 schools across five governorates. Each school is set to receive the Intel Classmate solution consisting of 25 CMPCs for classroom use, as well as a charging rack, access points and a teacher laptop. 23 of the schools receiving the CMPC model are TILO expansion schools and 17 already existing TILO-supported schools that will receive the CMPC solution as additional technology support.</p> <p>TILO also finalized an extension of its partnership with Discovery Channel Global Education Partnership (DCGEP) to roll out the program in 60 additional schools in Alexandria, Beni Suef, Minya and Fayoum.</p> <p>TILO's partnership with HSBC progressed quickly, as HSBC's speedy procurement process coupled with the guidance of TILO's technical team enabled it to finalize the procurement of all the components of the TILO SBR technology model. TILO worked with the MOE to select Mostafa Kamel expansion school as the recipient of the HSBC donation. HSBC planned to have the technology model installed and running in the school by the end of September 2011, in time for the new school year and the start of TILO training.</p> <p>Through its ongoing partnership with IBM, TILO applied and was approved for an IBM service grant for \$10,000, which the project will use to purchase IT suitcases for expansion schools in Cairo. The grant also includes volunteer services from up to 50 IBM staff to provide a minimum of eight hours of time towards an activity within their area of expertise that supports the TILO program. The grant funds will be available to TILO in Q1 of Year 5.</p> <p>Furthermore, HP agreed to donate used equipment that reaches a minimum standard of specifications to TILO expansion schools. This equipment is the result of HP equipment upgrades for staff. Exact numbers of the equipment available for donation are yet to be confirmed.</p> <p>Activities in Q4 (based on TILO's Extension Work plan)</p> <p>Continue to build and implement partnerships with organizations that provide core technologies to schools</p> <p>2.A.2- Expansion of ongoing PPPs (Discovery, IBM, Intel, HSBC, etc)</p> <p>In Q4, TILO expanded its partnership with Intel by negotiating an additional donation of 415 classmate PCs, which will enable the project to expand an upgraded model into 17 additional prep-level expansion schools. This new donation, which is supported by the MOE, brings the total number of schools receiving the Intel classmate model to 66. The new classmates are expected to arrive in Q1 of Year 5.</p> <p>Under the TILO/IBM Partnership related to the Reading Companion (RC) program, IBM agreed to provide TILO with an additional \$5,000 to fund the creation of e-books to be used through</p>
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	<p>the RC virtual library. These e-books will directly link to the national curriculum for primary and prep stages, and will give teachers a valuable English language teaching resource that they can use regularly in class as a tool to support their lesson plans. This is made possible through the TILO project's partnership with Longman publishing, the UK based firm that provides the English Curriculum materials for the MOE. Longman publishing has given TILO consent to use the primary level "Hello" series materials to create e-books for the RC virtual library. TILO continues to work with the MOE to get official approval for the RC to be considered as an approved tool that teachers can submit as part of the student portfolios.</p> <p>In addition to the grant, TILO has succeeded in getting approval from IBM and the MOE for a donation of 78 Kidsmart hardware units for TILO SBR primary schools, estimated to arrive in December 2011.</p> <p>TILO has also secured a partnership with Exxon Mobil involving the donation of used equipment to TILO MOE expansion schools. The donated equipment will likely be available for installation in schools by December 2011. TILO will work closely with the MOE TDC to determine the best process for transferring the equipment to the schools, as a direct donation from Exxon Mobil, so the TDC takes the lead in ensuring the equipment is delivered and installed in each school under their supervision.</p>
<p>2.B - Implement Discovery Channel Global Education Partnership with 126 schools</p>	<p>Summary of first three quarters of FY11:</p> <p>In January 2011, the DCGEP- TILO partnership expanded into an additional 40 schools, bringing the total to 100 schools (14 schools in Alexandria and Beni Suef and 26 schools in two new governorates Minya and Fayoum.)</p> <p>By September 2011, the DCGEP- TILO partnership added an additional 26 schools in two additional governorates, Qena and Aswan, raising the total number of partnership schools to 126 schools in total. Training is scheduled to start in Qena and Aswan by the end of October 2011.</p> <p>Subject Matter Consultants (SMCs) and other subject-related experts received the DCGEP training workshop "Integrating Videos into Learning" at the Ministry of Education premises from August 2nd to 4th, 2011.</p> <p>A mapping review session was organized for three weeks after the SMC training workshop to review teachers' video mapping of the primary stage curriculum. The mapping documents included DCGEP videos, TILO digital resources and school library books, which serve as the content of the primary curriculum.</p> <p>The production and review process continued throughout the year to add additional revised DCGEP videos. 26 DVDs are available now in 100 schools while an additional 16 DVDs are still under review by the Ministry Subject Matter Consultants and experts.</p> <p>The evaluation process in DCGEP M&E schools was conducted. Pre and post data was collected and sent to DCGEP for analysis and reporting.</p> <p><i>Please see Appendix C for TILO DCGEP Success Stories.</i></p> <p>Training highlights for the first three quarters of year 4:</p> <p>5.A-Training, support and follow up</p>

	<p>Completed a 3-day training workshop for Module 1- “Integrating Video into Learning” for:</p> <ul style="list-style-type: none"> • Phase 3: three DCGEP/TILO schools in Beni Suef • Phase 4: 40 DCGEP/TILO schools (7 in Alexandria, 8 in Beni Suef, 19 in Minya and 6 in Fayoum) <p>Conducted the following follow up and support visits for Module 1:</p> <ul style="list-style-type: none"> • 4 follow up visits to 18 Phase 1 schools (6 in Alexandria and 12 in Beni Suef) • 6 follow up visits to 25 schools Phase 2 schools (9 in Alexandria and 16 in Beni Suef) • 5 follow up visits to 17 Phase 3 schools (5 in Alexandria and 12 in Beni Suef) • 4 follow up visits to 38 schools Phase 4 (7 in Alexandria and 6 in Beni Suef, 19 in Minya and 6 in Fayoum). <p>Targeted participants per school for Module One include 5 TILO Master Teachers, 1 School Coordinator, 2 Senior Teachers, 1 School Leadership, 1 MOE idara member.</p> <p>Completed 1 day training for Module 2, “Community Outreach 1”, for:</p> <ul style="list-style-type: none"> • Phase 3: 17 schools (5 in Alexandria and 12 in Beni Suef) • Phase 4: 40 schools (7 in Alexandria, 8 in Beni Suef, 19 in Minya and 6 in Fayoum). <p>Completed 1 day training for Module 2, “Community Outreach 2”, training for:</p> <ul style="list-style-type: none"> • Phase 3: 17 schools (5 in Alexandria and 12 in Beni Suef); • Phase 4: 40 DCGEP/TILO schools (7 in Alexandria, 8 in Beni Suef, 19 in Minya and 6 in Fayoum). <p>Conducted the following follow up and support visits for Module 2:</p> <ul style="list-style-type: none"> • 1 follow up visit for all phase 3 and 4 schools (57 schools); • 1 follow up and support visit for all phase 1, 2,3 and 4 schools (100 schools); <p>Targeted participants from each school included: 1 School Coordinator, 3 School Leaders, 1 Master Teacher, 2 BOT members, 1 MOE idara member, 1 Community member, 1 Social Worker.</p> <p>At the end of each training phase, the DCGEP team held a Best Practices event in each governorate. Best Practices events were planned for May and June 2011 across four governorates for Phase 3 and 4 schools. Participating schools all shared exemplary lesson plans and community projects. Minya’s Best Practice was postponed until October due to instability in the country.</p> <p>Activities in Q4 (based on TILO’s Extension Work plan)</p>
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2.B.1- Document project progress and best practices for replication and scale up

Project monthly reports, weekly updates and success stories are compiled on a monthly basis and sent to the Discovery Channel Global Education Partnership team in Washington, DC. These updates contribute to the decision-making process between TILO and DCGEP teams.

Limited site visits were conducted this quarter due to security conditions in governorates. The DCGEP Cairo team's travel to attend Best Practices events in governorates was pegged to the security situation at the time. Only the event in Minya was postponed.

2.B.2 - School Selection Process (26 new DCGEP schools)

The selection of the additional 26 schools is in progress. The DCGEP team conducted an orientation in Qena governorate in early September for all TILO schools (18 schools) to select the top 13. All schools received a DCGEP-TILO partnership registration form to apply for participation and provide a list of trainees and volunteer coordinators who could work with the partnership team during the duration of the project in each school.

Idara representatives, in collaboration with the TILO Team Leader, provided their recommendations for the school selection considering DCGEP selection criteria, to identify a final school list for the partnership in Qena.

2.B.3- Hiring new Master Trainers for selected new governorates

This task was completed in Q4 and all activities were planned for a rollout of the new 26 schools.

2.B.4- Training, support and follow up takes place for 26 schools

This task begins in Q1 of year 5.

2.B.5- Best Practices events

Best Practices for 33 schools of phase IV schools were completed on the following dates:

- Beni Suef Best Practice event for Phase IV (8) schools on July 20.
- Fayoum Best Practice event for Phase IV (6) schools on July 21.
- Minya best practice events were completed on September 12 and 13, 2011 for Phase IV (19) schools.
- Ministry Best Practice event was postponed from July 27 due to unstable security conditions. The event will be held when stability has been restored.
- The partnership schools started to organize their own Best Practices days at the school level for teachers who received training, inviting representatives from idaras to attend as

	<p>well as school participants. The impact of this event at the school level was positive.</p> <p>This Task was completed in Q4 for Phase IV schools.</p>
<i>Component 3: Capacity for Management of Technology</i>	
3.A - Build capacity within the governorates to institutionalize TILO and support expansion across the muderiya	<p>Summary of first three quarters of FY11:</p> <p>Capacity building workshops and meetings with MOE muderiya and idara representatives continued throughout the first half of the year in Greater Cairo, Fayoum, Minya and Qena to support the sustainability of the TILO model and provide assistance to the MOE as TILO begins to expand into new schools.</p> <p>In April and May 2011, TILO conducted a series of Capacity Building workshops in Cairo Governorate Expansion idaras. The TILO Training team also designed and developed a Capacity Building Plan for TSS Schools in Cairo, Giza, 6th October, and Helwan. As part of the TSS Capacity Building plan, TILO also trained 196 MOE representatives from the Quality Assurance, Technical Support, and Follow up and Training Units, plus an additional 86 MOE Supervisors and 36 TDC representatives. The TILO team met with 12 Beni Suef MOE Supervisors from two idaras to help them to develop a follow-up plan for schools. And in early June, TILO held sustainability workshops in Alex, Beni Suef and Minya governorates to create plans for the MOE leadership at the muderia and idara levels to continue supporting the schools.</p> <p>TILO DCOP Soheir Ghali and Applications Manager Ahmed Galal met with the Head of the Professional Academy for Teachers (PAT) Dr. Ramadan. The mandate of this institute is to ensure that the professional level of teachers and educational leaders coincides with national and international standards and to establish a recruitment licensure and promotion system in line with professional standards and code of ethics. At the meeting, the TILO team gave an introduction about the project and explained the TILO technology and training model. They also introduced the use of Moodle as an e-learning tool which has been tested and proved successful by TILO under the umbrella of the MOE in three governorates (Alex, Minya and Fayoum). The team shared the success of Moodle based on the feedback surveys received from teachers as well as MOE moderators trained by TILO. Dr Ramadan was enthusiastic about the TILO model and especially the training component and Moodle. PAT has a mandate to provide training to 600,000 teachers before the end of 2011, and Dr. Ramadan believes that certifying TILO training by PAT and using Moodle as a platform will greatly accelerate their ability to reach this mandate. TILO continues to work closely with the PAT team to meet these objectives.</p> <p>Activities in Q4 (based on TILO's Extension Work plan)</p> <p>3.A.1 Build capacity of TOT MOE Leadership Trainers at the Idara and Muderiya level to deliver Leadership, Sustainability, STAMP, Motivating and Rewarding Change training to expansion schools in TILO idaras through planning meetings and coaching</p> <p>This activity will begin in the next quarter.</p> <p>3.A.2 - Build capacity through leadership training and sustainability workshops for Idara and Muderiya officials</p>

	<p>This activity will begin in the next quarter.</p> <p>3.A.3. Build capacity through TOT MOE Supervisory trainers at the Idara and Muderiya level to deliver Roles and Responsibilities, Conducting Classroom Observation, and SCOPE training to supervisors to expansion schools</p> <p>This activity will begin in the next quarter.</p> <p>3.A.4 - Provide ongoing capacity building and support for Idara and Muderiya staff to improve cross-cutting systems and sustainability and to implement a TILO model for the preparatory level (new and old idaras)</p> <p>Meetings held with idara and muderiya leaders on capacity building and planning for sustainability:</p> <p>As a part of the follow up and capacity building strategy, TILO Governorate Coordinators conducted planning meetings for all TILO school principals and activity room coordinators. These meetings were attended by the MOE undersecretaries, muderiya staff engaged in accreditation and quality, idara TSU representatives, and TDC directors. In general, discussions focused on the rules and guidelines regulating the use of technology in TILO activity rooms as well as plans for ongoing follow up by the MOE.</p> <p>Similar meetings were held with muderiya and idara leaders, TILO master trainers, the MOE TILO follow-up team, Director of Primary Education, and members of the Technical Support and Quality units to design follow up plans for existing TILO-supported schools. These meetings focused on the importance of ongoing follow up by the MOE for issues other than hardware management, such as training and an overall system, and emphasized the continued implementation of the TILO model in the classrooms and the TILO lab. Participants also discussed the School-based Technology Management Plan (STAMP) process as a tool that can be used by the MOE to recognize schools that are successfully integrating technology in the learning process.</p> <p>In Minya, Qena, Fayoum and Aswan, TILO conducted the first sessions of capacity building workshops (see description under Component One). These workshops generated a significant amount of discussion and feedback from each governorate, which will be translated into an action plan outlining roles and responsibilities within different MOE units to support, sustain and expand TILO.</p>
<p>3.B - Build capacity within the central Ministry to institutionalize TILO and support expansion</p>	<p>3.B.1- Develop “blended” versions of TILO teacher training products for integration into MOE systems and professional development ladders</p> <p>TILO began to design a full set of modules based on the TILO training modules that would be both blended and easy to use as a source of competency-based training courses.</p> <p>3.B.2- Provide technical assistance and support to central Ministry in sustainable systems</p> <p>While communication remains open, the central MOE faces many urgent issues based on teacher strikes and strife related to the political and social instability in the country. TILO continues to gather information and meet with Dr. Reda and Dr. Tobal.</p> <p>3.B.3 - Work with an MOE committee to develop a "blended" training solution for</p>

	<p>effective teaching, leadership training and TILO training</p> <p>The first draft will be presented to Dr. Ramadan, PAT Director, in October.</p>
<p><i>Component 4: Monitoring and Evaluation</i></p>	
<p>4.A Gather and analyze an additional year of SCOPE and Teacher Survey data</p>	<p>Summary of first three quarters of FY11:</p> <p>4.A End of Project Evaluation Measurement in All TILO 7 governorates (Greater Cairo, Alex, Beni-Suef, Fayoum, Minya, Qena & Aswan</p> <p>4.A.1 - Data Collection, 6 TILO Tools, SCOPE & CAPS</p> <p>End of project data collection started on April 10 and was completed on May 5, 2011. TILO collected data on five TILO tools and on classroom observations using SCOPE in 56 schools across the 11 governorates. 30 MOE supervisors and 29 TILO tools data collectors conducted data collection. Participating teachers totaled 274. TILO Master Teachers and school principals were interviewed and students participated in focus groups.</p> <p>CAPS was not conducted this year. TILO CAPS data collected in April 2010 has not been released to TILO for analysis.</p> <p>4.A.2- Data entry and preparation</p> <p>All data collected from TILO tools and SCOPE was digitized, cleaned and submitted by TopNotch in the second week of June and delivered to the TILO M&E advisor for analysis and reporting.</p> <p>4.A.3- Data Analysis</p> <p>SCOPE data analysis and TILO tools data analysis were completed.</p> <p>4.B.5- DCGEP data collection, 2 DCGEP Surveys & SCOPE+3 in Alex and Beni Suef</p> <p>TILO conducted a second run of DCGEP data collection in April 2011. Two schools from Alex and seven schools from Beni Suef participated; 38 teachers were observed through the modified SCOPE version for DCGEP, “SCOPE+3”. 393 students responded to the students’ survey; and 162 teachers responded to the teachers’ survey.</p> <p>4.D.6- DCGEP data Entry</p> <p>TILO completed data entry activities for the DCGEP “SCOPE+3” tool and for the teachers’ and students’ surveys in the second week of June 2011.</p> <p>Data cleaning, coding of students names, and translation of qualitative data from Arabic to English were completed by TopNotch as per plan. Reports for TILO were produced and data was sent to DCGEP for an internal analysis.</p>

	<p>4.H- Develop studies to measure and document impact of TILO</p> <p>Mid-year exam results of three subjects, Arabic, Math and Science, over three years, 2008/2009, 2009/2010 and 2010/2011, for 3rd, 4th, and 5th grades were collected, tabulated, and submitted for data cleaning and matching with student names from CAPS 2010 TILO data. There were problems with the comparison school data, as many of the schools which had been considered non-TILO were chosen to be TILO expansion schools. More comparison school data will be gathered to make the research results useful.</p> <p>4.H.1. Compile studies to measure TILO impact</p> <p>This year, TILO completed an analysis of students' midterm grades. Holes in the data made it difficult to draw final conclusions and more data will be gathered before a full analysis.</p> <p>Activities in Q4 (based on TILO's Extension Work plan)</p> <p>4.A.1 - Data Collection for SCOPE for new prep schools (pre and post)</p> <ul style="list-style-type: none"> - Baseline data was collected as planned based, using a sample ratio of 20% of extension schools, targeting 100% of teachers in each school (8 TILO trained teachers). - Data will continue to be submitted until the end of October 2011 for cleaning and preparation for analysis.
4.B- Develop a case study that analyzes the demand driven model	<p>4.B.1- Analyze the TILO process and document it in a case study</p> <p>This item will begin in Q3 of FY12.</p>
<i>UPCOMING TRAVEL</i>	
	<p>Andrea Bosch will travel to Cairo in early December to work with the TILO team.</p> <p>Jorge Verlenden will travel to Cairo in late December for two weeks to provide technical assistance on digital resources, blending training and Reading Companion.</p>

Annexes